

GLENVIEW NEW CHURCH SUNDAY MORNING PROGRAM
Primary Lessons: Phase 2, Lesson 4
Fourth Day of Creation (Genesis 1:14-19)

I. Underlying Ideas for the Teacher

- A. The Lord is the beginning of everything. He created heaven and earth.
- B. The Word is the Lord's revelation to us of all that we need to know about our Creator and our relation to Him.
- C. The whole Word is a parable written in the language of correspondences.
- D. "The laws of order prescribed for man are that man should acquire for himself truths from the Word, and think of them naturally, and so far as he can rationally, and thus procure for himself natural faith. The laws of order on the part of God then are, that He should approach, fill the truths with His Divine light, and thus fill with the Divine Essence man's natural faith, which is only knowledge and persuasion. Thus, and not otherwise, is saving faith procured" (TCR 73:2).
- E. Faith is the acceptance of something as true, and the better we understand anything, the more faith we can have in it.

II. Story Circle

- A. Introduce the Story (Review)
 - 1. The Word is different from all other books because the Lord is its Author. Why did He give us the Word? (To tell us about Him and what we need to know to get to heaven)
 - 2. The first book of the Word is [Genesis], and "Genesis" means [the beginning].
 - 3. Today we're going to learn about the fourth day of creation. But first, let's review what the Lord made on the first 3 days:
 - a. First: Light & darkness - day & night
 - b. Second: Firmament - "Heaven" = sky, the everyday word we use
 - c. Third: Dry land - "Earth" - and seas; growing things)
 - 4. Listen while I read from Genesis about what the Lord did on the fourth day.
- B. Tell/Read the Story
 - 1. Gen. 1:14-19

Primary Sunday School Lessons: Phase 2, Lesson 4

C. Ideas to Discuss

1. What did the Lord create on the fourth day? (Two great lights = sun & moon)
2. Which light was to rule by day? (Sun) And which one by night? (Moon)
3. What else did the Lord make? (Stars)
4. Why did the Lord make the two great lights? ("To give light on the earth"; "to divide the light from the darkness" [Genesis 1:15, 18])
5. What does it mean that the lights - the sun & moon - were to "be for signs and seasons, and for days & years"?

D. Further Ideas

1. We talked once before about the days of creation not being days at all; they are really steps or stages in our spiritual growing up. (Discuss how our bodies grow gradually—newborn, toddler, child, youth, young adult, older adult—and our minds do the same.)
2. The six days of creation picture 6 steps or stages in our spiritual growing up:
 - a. First day - darkness, ignorance, until Lord makes the light. The light is like when we first start to "see" or understand things.
3. What do you think the fourth day is like in our spiritual growing up? It has to do with the two great lights, the sun and the moon. (Discuss how the sun is like our LOVE OF THE LORD that warms our hearts. The moon is like our BELIEF IN THE LORD that helps us see what to do even when we can't understand why. Moonlight is dim, not bright and clear.)

III. Enrichment Activities

A. Music

1. "And God said, 'Let there be light,'" FIRST SONGS FOR LITTLE CHILDREN, p. 24 (First, second, third, and fourth verses)
2. "This is the day that the Lord has made," LAUREL SONGBOOK #50 (copy attached to Lesson #1)
3. "This is the day that the Lord hath made," FIRST SONGS FOR LITTLE CHILDREN, p. 22
4. "The Lord created you and me," LORI'S SONGS II (tape) Side 2

- B. Activities: Optional Activity from the attached January 1975 CREATION: FOURTH DAY. (Children act out the earth revolving on its axis - ONE DAY; orbiting the sun - ONE YEAR. Enhances the verse, Genesis 1:14, about "signs and seasons, days and years.")

Primary Sunday School Lessons: Phase 2, Lesson 4

C. Projects for the Fourth Day of Creation

1. Collage of Sun, Moon, and Stars (see below)
2. Mobile of Sun, Moon, and Stars
 - a. Materials needed:
 - yarn or string about 3 feet long
 - 2 sun shapes (cut from cardstock)
 - 2 moon shapes (cardstock)
 - even number of stars (cardstock)
 - glue
 - b. Procedure: Glue the sun, moon, and stars back to back with yarn or string sandwiched in between. The sun should be above the other shapes. Then hang as a mobile. (Or put sun and moon toward the center with stars at the sides, and tie the ends of the yarn together, making a necklace to wear—see below.)

D. Cumulative Projects (*continued over 7 Sunday School lessons on Creation*)

1. Creation Poster: As students learn about each day of the creation story, they picture what was created on individual posters or a group mural. With the final lesson, the poster will be filled with the Lord's creations. (See detailed explanation, attached.)
2. Creation Collage Book: This project is described in the enclosed excerpt from *Art in Education* by Beth Johns. Each page of the book is a collage representing one day of creation.
3. Folding Screen: Same as collage book, but tape the pages together to create a folding screen-like decoration. (See attached "Variations on Creation Project".)
4. Diorama
 - a. Backdrop on poster board with play dough/salt ceramic/plasticine figures of animals and people set in front.
 - b. Diorama that can be taken apart and then used again to act out the 7 days of creation one day at a time. (*See following lessons on 7 days of creation.*)

IV. Teaching Aids

V. Further Reading for the Teacher

- A. Dole's Bible Study Notes, Vol. I, "The Creation - A General View," Genesis 1; 2:1-3; "The Creation - The First Four Days," Genesis 1:1-19.
- B. The Sower, Vol. I, "The Five Books of Moses," (pp. 1-4); "The Creation," Genesis 1 (pp. 5-12).

CREATION: FOURTH DAY

(Optional Activity from General Church Religion Lessons)

We can understand this better if everyone will form a circle, with everyone facing out, to represent the earth. Join hands and make the circle as large as possible.

Now choose one person who will stand outside of the circle and represent the sun. Next, slowly turn the circle (counter-clockwise) by taking little side steps, but keep your eyes straightforward and do not look to either side.

As each of you moves to a spot where you are exactly facing the sun, say, "Hello, sun," or "Good morning, sun," or "Welcome, sunshine," -- or anything else that you think would make a nice greeting.

When the first person that spoke to the sun comes back to the same spot again, stop turning the circle. Be sure to keep the circle as large as you can, and do not turn it too fast because the sun wants plenty of time to shine on each person.

(Children should enjoy this, and, if time, one or two others may have a chance to represent the sun.)

Can you see from this little demonstration how each part of the earth has a chance to receive sunlight?

What do we call the amount of time it takes for the earth to turn one complete turn, for (name) to say "hello" to the sun, and go around in the circle, and come back to say "hello" again? That's right -- this amount of time is ONE DAY.

Now here is another remarkable thing the Lord planned:

As the earth spins around like a top so that all parts have a chance to see the sun each day, it is also making a huge big oval trip all the way around the sun!

Do we have one person who is a good turner and does not get dizzy? All right, let's have (name) represent the turning earth, and the circle this time will be the sun.

The sun will stay in one place this time, but the earth will turn around constantly (but not too fast), at the same time walking in a big oval path around the sun. Remember, each time the earth turns around once, that is ONE DAY.

But — it takes much longer to go all the way around the sun than it does just to turn around like a top, doesn't it? It takes many, many days of turning. Do you know how long the whole trip around the sun takes? It takes ONE YEAR, or 365 days!

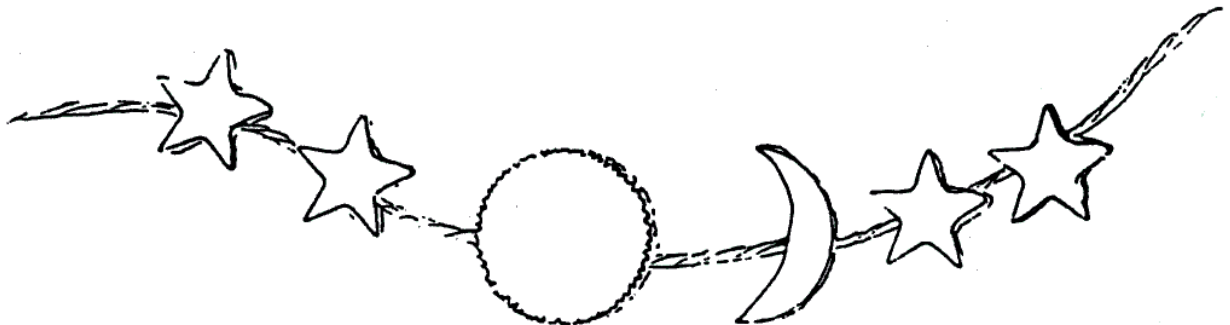
You will learn much more about the movement of the sun and the moon in school as you grow older, but what we did today shows us how wonderfully well the Lord planned it all, don't you think?

Primary Sunday School Lessons: Phase 2, Lesson 4

Creation Project for the Fourth Day of Creation Collage of the Sun, Moon, and Stars

- A. Materials needed for each child:
1. 12"x 18" blue construction paper
 2. gold metallic paper or yellow construction paper
 3. silver metallic paper or white paper
 4. silver stars
 5. optional: gold glitter for the sun's rays or cut out rays from paper used for sun
 6. text slip: "Then God made two great lights: the greater light to rule the day, and the lesser light to rule the night. He made the stars also."
(Genesis 1:16)
- B. Motivation:
1. Today we are going to make the sun and the moon and the stars to help us remember what the Lord made on the fourth day of Creation. Can you tell me which of these helps us the most? The sun. We need the sun for light and warmth. The moon and stars are beautiful in the night sky, but we need the sun to live on the earth, don't we? So we will make the sun very beautiful to show how important it is. Then we will make the moon and stars.
- C. Procedure:
1. The sun may be made by using the circular template and adding rays of paper or glitter. Or children may draw their own sun on yellow construction paper or the back of the metallic paper then cut it out. We want them to have fun making the sun and be pleased with the result. Put the sun just above the center of the page so the text slip will fit at the top, and the moon and stars will fit below.
 2. Make a crescent moon of the silver or white paper. Glue below the sun.
 3. Add many silver stars below the sun and around the moon.
 4. Glue text slip at top of page or on back.

Sun, Moon, and Star Necklace



Primary Sunday School Lessons: Phase 2, Lesson 4

From *Art in Education* by *Beth Johns*

THE DAYS OF CREATION

A Collage Book
(each page representing one day)

Optional: Tape the pages together to create a long, folding screen-like book or decoration.

- First Day: Torn paper bits of many toned light and dark papers. The children actually separate the light from the dark, and then paste them to the background.
- Second Day: Torn paper bits of metallic and tissue papers for sky and water, separated and pasted as before.
- Third Day: Torn paper pieces in earth tones and greens creating scene for dry land and growing things.
- Fourth Day: Gold paper sun, silver paper moon cut and pasted on black with many sticker stars added.
- Fifth Day: Bright paper, birds and fish cut out and pasted against pale blue. Blue cellophane covering lower part of page for sea.
- Sixth Day: Many cut-paper shapes of animals and people.
- Seventh Day: Simple red and white background representing Love and Wisdom at rest. Suitable quotation carefully copied in best printing.

Creation Story Mural

Rendered in collage materials similar to the above on several large panels for a school decoration. It is much more elaborate detail by older children.

Note: the above projects are deliberately described in very sketchy terms to give plenty of latitude for development by individual teachers. Very often, especially for the Christmas projects, glitter, sequins, and other bits of special material have been offered. This adds an exciting touch and makes the product seem more worthy as a gift. It should be emphasized once more that all of these projects work only when the children's affections are aroused so they relive the episode almost as if it were their own experience. "Let's show how the Wise Men held their gifts with both hands because they were the most precious things they could bring to the Lord." "Think how desperate Peter must have felt when he began to sink in the water and how the Lord's strong arms reached forward to help him." "Just imagine the magnificence of that shining golden city coming down from God out of heaven!" If the inspiration is vivid and immediate the children's work will powerfully show their response.

"Then God made two great lights: the greater light to rule the day, and the lesser light to rule the night. He made the stars also." (Genesis 1:16)

"Then God made two great lights: the greater light to rule the day, and the lesser light to rule the night. He made the stars also." (Genesis 1:16)

"Then God made two great lights: the greater light to rule the day, and the lesser light to rule the night. He made the stars also." (Genesis 1:16)

"Then God made two great lights: the greater light to rule the day, and the lesser light to rule the night. He made the stars also." (Genesis 1:16)

"Then God made two great lights: the greater light to rule the day, and the lesser light to rule the night. He made the stars also." (Genesis 1:16)

"Then God made two great lights: the greater light to rule the day, and the lesser light to rule the night. He made the stars also." (Genesis 1:16)

Primary Sunday School Lessons: Phase 2, Lesson 4

